CSIP Thinking Process
Non-Regulatory Guidance Document

Constant Conversation Question #2:
What do/will we do to meet student learning needs?

Constant Conversation Question #3:
How do/will we know that student learning has changed?

Version with Textboxes

Westlake Community School District

- This document is the second of four guidance pieces about how one fictitious school district decides to "think through" a process that will lead it to a clear, concise, and usable CSIP designed increase achievement for all students.
- This document is not intended to provide a "one size fits all " thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

- This document is the third of four guidance pieces about how one fictitious school district decides to "think through" a process that will lead it to a clear, concise, and usable CSIP designed increase achievement for all students.
- This document is not intended to provide a "one size fits all " thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Guidance Document Key Points:
- The content provides a glimpse of only one district's thinking about Question #3.
- The content demonstrates a level of detail particular to this district's thinking.
- How much of this information will actually be placed in the Department's CSIP web-based system next spring will be determined over the coming school year.

3. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals?

Westlake will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessme[nts] assessments, and perceptual data (e.g., surveys). The Bu[...] that data from these assessment measures are collected, a[...] Leadership Team as outlined in Question 1B. The dist[...] students enrolled at the specified grade level are inc[...] **(DWAP1)**

> **The measurements listed in this section are the same as those included as indicators for the goals in Question #2A.**

Monitoring Progress with Long-Range CSIP Goals
As stated previously (see Question #2A), Westlake will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- ITBS reading comprehension and mathematics total tests at grades 3-8, and the science test at grades 5 and 8 (Goals #1-#4)
- ITED reading comprehension, mathematics, and science tests at grade 11. (Goal #1-#4)
- BRI test at grades 1-3 (Goal #1) **(DWAP6) (partially meets DWAP3, DWAP4)**
- ICAM mathematics tests at grades 4, 8, and 11 (Goal #2) **(DWAP7)**
- District Developed Science Assessment at grades 4, 8, and 11 (Goal #3) **(DWAP8)**
- District Developed Technology Assessment at grade 8 (Goal #4)
- Attendance data from district's student information management s[...]
- District graduation data as calculated by the Iowa Department [...] spring BEDS report) (Goal #5)
- The percentage of the students in grades 6, 8, and 11 that r[...] tobacco, or other drugs as reported through the Iowa Youth Surv[...]
- The percentage of the middle school and high school student bo[...] referral (i.e., office referral, suspension, and/or expulsion) (Goal #5[...])

> **Westlake exceeds the minimum requirements regarding multiple assessments for reading, mathematics, and science.**

Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)
To make cer[tain] that the assessments used to monitor progress on long-range achievement goals are aligned w[ith the] district's curriculum, Westlake completed the Iowa Technical Adequacy Project (ITAP) p[...] the ITBS, ITED, BRI, DIBELS, and ICAMs. Through completion of this process, the dis[...] it was necessa[ry...] mathematics standards and benchmarks. [...] for the "Process of Reading" standard was not su[...] and 10-12). In the area of mathematics, the comprehens[...] and "Data Analysis and Probability" standards was insufficient i[...] correct these issues will be completed by June 30, 2004.

> **"Alignment" is the extent to which the content and cognitive processes measured by the assessments match the content and cognitive processes embodied in the content standards (and benchmarks/grade-level expectations).**

> **Note: See the Westlake Assessment Plan technical assistance chart which provides a visual representation of district-wide assessments and the grade levels at which they are used.**

Student Indicator Data Used for Evaluation of Programs and Services

The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the _____ provided by Westlake:

- Profession____ development for teachers and principals (e.___ Plan and Tit___ ___rt A)
- Supplemental r____ and mathematics services for eligi____
- Use of technology _____ student achievement (e.g., Title __, ___t B)
- Programs and s_____ _____ English _____ ___rners (Title III, Part A)
- Drug and vi_____
- Early Interve_____
- K-12 at-risk _____
- K-12 gifted a_____
- Special edu_____
- Career and T_____

> **Westlake will use the <mark>SAME student indicator data</mark> to inform decision-making about the effectiveness of multiple programs and services.**

Note: More specific details regarding Westlake's program/service evaluation process are included in the next section of the CSIP.

Additional Data Gathering and Analysis

To help provide a more complete picture of st_____ monitor the following data sources:

- All data points included in the district's Annu_____
- The percentage of students who participate _____
- The percentage of students in the lowest (at-ris_____ 3. **(DWAP3, DWAP4, DWAP6)**
- Student performance on the ICAM _____ assessment at grades 4, 8, and 11 **(DWAP6)**
- Annual <mark>cohort performance</mark> from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science, and social studies.
- Career and technical education student data from the end-of-year program report (Perkins report)
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey
- IDEA Proficiency Test (IPT) for English Language Learners and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency **(LEP2)**

> **Westlake determined that monitoring the performance of class cohorts over time helps it identify particular strengths and needs of groups of students and/or grade levels. This helps inform instructional decisions.**

Future Student Data Gathering

Westlake is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans to add the following measures:

During the 2004-05 school year:
- <mark>BRI</mark> in grades K and 4-6 to help monitor effectiveness of the District Career Deve_____ment Plan for reading in grades K-6

During the 2___ ___ school year:
- Dist____ _____ ____ _____ ____ thematics prob____ re____ ____ _____ _____ ___ s of the Distric____ ma____

During____
- Inc____ _____ ____ ____ts

> **By adding the BRI at the kindergarten level, Westlake will have two diagnostic assessments in place for grades K-3. In the future, the district will determine if it is beneficial to continue using both.**

> **Westlake found that it is not collecting the right types of information to evaluate the effectiveness of its new District Career Development Plan or TAG program; thus, it includes a timeframe to add additional measures to assess impact on students.**